

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Auto Services	255	ASV 255 02/01/2019- Brakes
Division	Department	Faculty Preparer
Advanced Technologies and Public Service Careers	Automotive Services	Jeremiah Pfahlert
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Read and interpret vehicle service manuals.

- Assessment Plan
 - Assessment Tool: Common departmental exam; NATEF checklist
 - Assessment Date: Fall 2011
 - Course section(s)/other population: All students enrolled
 - Number students to be assessed: Approximately 30 students
 - How the assessment will be scored: Common departmental exam will be scored using an answer sheet; NATEF checklist will be scored using the departmentally-developed rubric

- Standard of success to be used for this assessment: 70% of the students will score an overall average of 70% or higher
- Who will score and analyze the data: Departmental faculty will blind-score data when possible.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018, 2017	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
55	55

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students from fall 2018, fall 2017 and winter 2014 are being assessed.
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4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Full sections of students are being assessed from face to face classes. These classes represent both day and night classes.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

<p>The outcome is assessed by standardized departmental exams.</p> <p>[5] Superior (100 - 90%)</p> <p>[4] Excellent (89 - 70%)</p> <p>[3] Average (69 - 60%)</p> <p>[2] Below Average (59% and below)</p> <p>[1] Incomplete, Not Available for viewing/evaluation or Did not complete.</p> <p>The standard of success for this outcome is at least 70% of students will score an average of 70% or higher.</p>
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6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
[5] Superior (100 - 90%) = 32 Students
[4] Excellent (89 - 70%) = 8 students
[3] Average (69 - 60%) = 6 students
[2] Below Average (59% and below) = 2 students
[1] Incomplete, Not Available for viewing/evaluation or Did not complete. = 7 students
The standard of success was met for this outcome with over 70% of students scoring an average of 70% or higher.
72.7 of students scored 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The standardized test used to assess this outcome represents the material well and as a result the students scores were high.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

A high number of students (7 out of 55) did not take the test or were unable to be scored. In the future this will need to be discussed as a department and addressed.

Outcome 2: Diagnose and repair disc and drum brake systems and components.

- Assessment Plan
 - Assessment Tool: Common departmental exam; NATEF checklist
 - Assessment Date: Fall 2011
 - Course section(s)/other population: All students enrolled

- Number students to be assessed: Approximately 30 students
- How the assessment will be scored: Common departmental exam will be scored using an answer sheet; NATEF checklist will be scored using the departmentally-developed rubric
- Standard of success to be used for this assessment: 70% of the students will score an overall average of 70% or higher
- Who will score and analyze the data: Departmental faculty will blind-score data when possible.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018, 2017	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
55	55

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students from fall 2018, fall 2017 and winter 2014 are being assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Full sections of students are being assessed from face to face classes. These classes represent both day and night classes.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The outcome is assessed by standardized departmental exams.

[5] Superior (100 - 90%)

[4] Excellent (89 - 70%)

[3] Average (69 - 60%)

[2] Below Average (59% and below)

[1] Incomplete, Not Available for viewing/evaluation or Did not complete.

The standard of success for this outcome is at least 70% of students will score an average of 70% or higher.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

[5] Superior (100 - 90%) = 27 Students

[4] Excellent (89 - 70%) = 15 students

[3] Average (69 - 60%) = 3 students

[2] Below Average (59% and below) = 4 students

[1] Incomplete, Not Available for viewing/evaluation or Did not complete. = 6 students

The standard of success was met for this outcome with over 70% of students scoring an average of 70% or higher.

76.3 of students scored 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students scored well and were able to apply their knowledge to diagnose and repair braking systems when tested.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students scored well on this test but we may want to look into separating diagnosis and repair into two outcomes in the future for a more comprehensive assessment of their experience.

Outcome 3: Remove and replace brake system components as well as anti-lock (ABS) brake components.

- Assessment Plan

- Assessment Tool: Common departmental exam; NATEF checklist
- Assessment Date: Fall 2011
- Course section(s)/other population: All students enrolled
- Number students to be assessed: Approximately 30 students
- How the assessment will be scored: Common departmental exam will be scored using an answer sheet; NATEF checklist will be scored using the departmentally-developed rubric
- Standard of success to be used for this assessment: 70% of the students will score an overall average of 70% or higher
- Who will score and analyze the data: Departmental faculty will blind-score data when possible.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018, 2017	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
55	55

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students from fall 2018, fall 2017 and winter 2014 are being assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Full sections of students are being assessed from face to face classes. These classes represent both day and night classes.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The outcome is assessed by standardized departmental exams.

[5] Superior (100 - 90%)

[4] Excellent (89 - 70%)

[3] Average (69 - 60%)

[2] Below Average (59% and below)

[1] Incomplete, Not Available for viewing/evaluation or Did not complete.

The standard of success for this outcome is at least 70% of students will score an average of 70% or higher.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

[5] Superior (100 - 90%) = 28 Students

[4] Excellent (89 - 70%) = 11 students

[3] Average (69 - 60%) = 3 students

[2] Below Average (59% and below) = 5 students

[1] Incomplete, Not Available for viewing/evaluation or Did not complete. = 8 students

The standard of success was met for this outcome with over 70% of students scoring an average of 70% or higher.

70.9 of students scored 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were able to score acceptably on this outcome and met the standards of success.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The standard of success was just met with 70.9% of students scoring 70% or higher. We will need to discuss how this outcome is assessed as a department. This outcome may need to be assessed with a different tool.
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Outcome 4: Diagnosis and replace power brake booster and master cylinders.

- Assessment Plan
 - Assessment Tool: Common departmental exam; NATEF checklist
 - Assessment Date: Fall 2011
 - Course section(s)/other population: All students enrolled
 - Number students to be assessed: Approximately 30 students
 - How the assessment will be scored: Common departmental exam will be scored using an answer sheet; NATEF checklist will be scored using the departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the students will score an overall average of 70% or higher
 - Who will score and analyze the data: Departmental faculty will blind-score data when possible.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
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2. Provide assessment sample size data in the table below.

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3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students from fall 2018, fall 2017 and winter 2014 are being assessed.
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4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Full sections of students are being assessed from face to face classes. These classes represent both day and night classes.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The outcome is assessed by standardized departmental exams.

[5] Superior (100 - 90%)

[4] Excellent (89 - 70%)

[3] Average (69 - 60%)

[2] Below Average (59% and below)

[1] Incomplete, Not Available for viewing/evaluation or Did not complete.

The standard of success for this outcome is at least 70% of students will score an average of 70% or higher.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

[5] Superior (100 - 90%) = 29 Students

[4] Excellent (89 - 70%) = 10 students

[3] Average (69 - 60%) = 5 students

[2] Below Average (59% and below) = 2 students

[1] Incomplete, Not Available for viewing/evaluation or Did not complete. = 9 students

The standard of success was met for this outcome with over 70% of students scoring an average of 70% or higher.

70.9 of students scored 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Student success was high on the tests that were taken or scored.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students scored well on this outcome but the overall picture does not reflect that well. An unacceptably high number of students (9 out of 55) did not take the assessment tool. This issue will need to be addressed as a department.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

There were no previous reports to be reviewed.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Students are doing well in this course, some improvements will be needed in student completion of tests. Additionally a discussion about the assessment tool used in outcome three will be needed.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

All findings from this assessment will be reviewed by the department chair and discussed in a department meeting.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Students must be required to take and finish the assessment tool.	The assessment tool is less affective if a high number of students do not or chose not to take the test.	2019

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[fall 18](#)

[winter 14](#)

[fall 17](#)

Faculty/Preparer: Jeremiah Pfahlert **Date:** 02/04/2019

Department Chair: Justin Morningstar **Date:** 02/07/2019

Dean: Brandon Tucker **Date:** 03/11/2019

Assessment Committee Chair: Shawn Deron **Date:** 04/18/2019